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ABSTRACT

The paper describes services in the Memphis (Tennessee) City Schools serving autistic and emotionally disturbed students. Two separate programs are identified and described: a day program for emotionally disturbed students 6-14 years old, and a residential program for autistic students 4-21 years old. The day program is designed to help students manage their own behavior through a structured behavior management system. Students develop behavioral goals and assess their achievements in group discussions. The rssidential program focuses on remediation of antisocial and disruptive behavior, providing aversive consequences as well as positive reinforcement (positive practice, peer modeling, token economy). Other strategies used include planned ignoring, overcorrection and restitution, time out, "quiet training" (in which a student lies down and is physically restrained), and physical punishment by spanking. (CL)

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MEMPHIS CITY SCHOOLS
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PUTTING IT ALL TOGETHER

The Memphis City School System welcomes the opportunity to boast of the programs provided for emotionally disturbed and autistic students. We believe that we have been able to "put it all together" by providing for the needs of the "total child."

PROGRAM FOR CHILDREN WITH SEVERE COMMUNICATION AND BEHAVIOR DISORDERS

THE CHILDREN

The programs are designed for children and adolescents who exhibit severe communication and behavior disorders; typically diagnosed as autistic or psychotic. They often have extreme language impairments, poor cognitive and motor skills, plus inappropriate social development. The frustration often caused by their inability to communicate results in behavior problems ranging from withdrawal to extreme aggressiveness. The children are referred to the city school system and are evaluated by an Assessment Team to insure proper placement.

Residential and/or day school services are provided throughout the year. Programs are open to residents of Memphis and Shelby County between the ages of four and twenty-one.

THE PROGRAMS

Day School

- Major academic program
- Five classrooms offering three graduated teaching levels
- Individualized Education Programs for each child focus on behavior control, speech and language therapy, socialization skills, and academics
- In-community trips expose the students to new and educational experiences

Residential Center

- Provides a twenty-four hour, seven day a week, structured home environment
- Length of stay varies with the needs of resident
- Programs are designed to develop competency in the areas of behavior control, self-help and daily living skills, recreation, vocational skills, and speech and language therapy
- In-community program teaches behavior control in actual community settings

EC 162477

Extended Day Program

-- Offers training in a structured behaviorally managed environment geared toward serving the individual needs of each child
-- Specific skills provided in the Individualized Education Program include the areas of self-help, group and solitary play, gross and fine motor, academic tutoring, language, socialization, and behavior
-- A low pupil-teacher ratio is maintained to assist each child in reaching his maximum potential
-- Parents serve as active agents in the planning of their child's curriculum

Speech and Language Program

-- Therapy involves developing a useful and meaningful communication system
-- Concentration on vocabulary and concept building, sentence structure, rate, vocal quality, and sound production
-- Individual or small group sessions are taught four times a week
-- Classroom teachers work closely with speech therapist to up-date goals

Parent Involvement

Parents in all the programs are active participants in the habilitation and education of their child. With parental involvement in developing the IEP, teachers are able to design mutually agreeable procedures, methods, and techniques. This allows for effective management of the child in both the home and the school environment.

Staff

The staff includes teachers who are certified in Special Education on Bachelor and/or Masters levels. The Speech Therapist assists the children in developing concepts necessary for communication skills. A liaison teacher works with parents and teachers to assure full services according to the child's needs. Teacher aides, many of whom are Special Education majors, are a vital part of the program.

CRITERIA FOR ADMITTANCE (to residential program)

1. Child must exhibit severe disorders in both the areas of behavior and communication.

2. The disorders exhibited must warrant individual attention in a structured environment to enable the child to learn a set of skills necessary for responding to grasp instruction.

3. The disorders exhibited must warrant an intensive behavior management program whose major emphasis is on speech and language skill development, self care, socialization and functional pre-academics.

4. The child must have a complete developmental evaluation performed before being placed in the program. This evaluation should include the areas of: pediatrics, psychology, speech and hearing, visual and auditory acuity and perception, and neurology.

5. The child must display a majority of the following broad based symptoms:

   a. Onset of symptoms should be evident prior to earliest school contact.

   b. Gross defects in language development.

   c. When speech is present, has peculiar speech patterns such as immediate and delayed echolalia, metaphorical language; pronominal reversals.

   d. Lack the appropriate social behavior, lack of responsiveness to human beings.

   e. Lack of appropriate play.

   f. Apparent, but unconfirmed sensory deficit.

   g. Inappropriate emotional behavior

   h. High rates of sterotyped, repetitive behavior.

   i. Bizarre responses to various aspects of the environment; resistance to change, peculiar interest or attachments to animate or inanimate objects.

   j. Isolated areas of high level functioning in the context of otherwise low level intellectual functioning.

   k. Delays in cognitive functioning.

6. Parents must be willing to participate and work in conjunction with parent trainers in a home follow-up program including the areas of behavior, language, socialization, self care, academics, and pre-vocation.

If this criteria is not met, the M-team must decide if this placement or another is more appropriate.

EMOTIONALLY DISTURBED

Emotionally disturbed students are served in a program with two components. The mildly to moderately disturbed students are being served in the Program for Emotionally Disturbed and the moderate to severe in the Treat Program.

PROGRAM FOR EMOTIONALLY DISTURBED

Youngsters from ages 4 to 22 are served in this day school program, though seldom are students younger than six years of age or older than nineteen, enrolled.

Comprehensive services which encompass academics, guidance and psychological counseling are provided during the school day. In addition to the teacher, a mental health team which consists of a psychological services worker, a psychometrist and a school social worker, is assigned to each class for emotionally disturbed. The team provides supportive help to the student and to parents.

Students may be served in a Comprehensive Development Class or in a resource class depending on the needs of the individual.

The curriculum taught in the Comprehensive Development Class is as close to the "regular" curriculum as possible. Each child has an individualized education plan which focuses primarily on behavior control, socialization skills and academics.

In the resource class, individual needs may vary from the support for behavior/emotional problems to the need for academic support. These students are programmed individually with their abilities and disabilities being considered.

Behavior management is a vital part of the program, with behavioral goals set by the students, (under the guidance of the teacher) each morning and then evaluated by them each afternoon. The reinforcement schedule varies with the individual, however there is a weekly goal trip which any student may earn. This in-community activity is a strong reinforcer and aids in the development of social skills.

The students may return to the regular classroom when the problems are sufficiently under control. The return is carefully orchestrated, with the student gradually returning one subject area at a time rather than being moved from full time Comprehensive Development Class placement to full time regular classroom placement.

Ten students in an emotionally disturbed classroom with a teacher and an aide receive no homework. It is our belief that after a day of intensive academic and behavior controls, the student and parents deserve to have as little stress as possible in the home situation. Students need to have the freedom to enjoy leisure time activities and parents deserve to be able to enjoy their child. Parents and the student continue to monitor behavior but with no academic involvement. This policy is a relief to both parents and students. However, as the student progresses and a return to the regular classroom is eminent then homework may be assigned, but only in small increments. The parents are asked to provide a quiet time and place but otherwise to remain uninvolved with homework.

Parents and professional staff work very closely together to assure a quality program for the emotionally disturbed student in Memphis City Schools.

The TREAT Program

Carol Randalls

Since the early 1970's, the Treat Program has represented a successful cooperative effort between the Memphis City Schools and a state mental health agency, Sequoyah Center.

The program serves emotionally disturbed students ranging in age from six to about 14 who could benefit from an intense extended day experience. This includes students returning from state or private residential programs, students attempting to avert future placement in a residential setting, as well as any student who needs more than the traditional seven hour self-contained emotionally disturbed class.

The city schools portion of Treat consists of three classrooms, each with a teacher, a teacher's aide and 8-10 students. The student is assessed into the program after a psychological report has verified his emotional problems and an M-team consisting of parents and at least two professionals agree that Treat is the most appropriate placement.

The child is then placed in one of the three classrooms, depending on age, abilities, and greatest needs.

Since children with behavior disorders have often experienced academic frustration and/or failure, each child is tested as he enters the program, and an individualized education plan is written so that each lesson is designed to meet his needs at his level. Just offering the child material on his grade level frequently produces wondrous results; it may be the first passing grade he's encountered!

Academic success and achievement are important goals, but they are generally achieved in conjunction with or through the primary goals of Treat: helping the student manage his behavior, and improving his self concept and chances of success by teaching him that he does have control over his actions, that he can function properly in a classroom environment, and he has a right to achieve these goals. Many of our students have never had an opportunity to learn that they, too, possess desirable characteristics: leadership, scholarship, dependability or just the chance to be labeled a "good" kid.

These goals are achieved through the use of a structured (though not inflexible) behavior management system. At the beginning of the week, each student (with the aid of his teacher and peers) sets a realistic, attainable behavioral goal for himself. These could range from "I will speak to at least three people daily" for the withdrawn child to "I will avoid hitting when angry" for the aggressive child - "I will stay on task" for the overactive child to "I will be a leader" for the student anticipating return to a regular classroom setting.

The goals are discussed among the class, and group support for each child's success is emphasized. The goals are periodically reviewed during and at the conclusion of each day.

Further, each teacher emphasizes a basic set of desirable behaviors that all students should demonstrate throughout the day. These behaviors (such as following directions, getting along with others, etc.) are discussed and evaluated at regular intervals.

The emphasis is on the positive here, with "catch the child being good" as a major theme in each class. A child is often, for example, sent to the office as reward rather than punishment. Other methods for reinforcing desired behaviors include recording successes on classroom charts for future rewards, verbal praise, physical contact, notes and awards presented in class and sent home, points or merits to be traded in for earned items or activities, and the opportunity to earn weekly goal trips.

At the end of each academic day, the student's achievements are discussed during "Pow-Wow" sessions. Here each child is encouraged to evaluate his own strengths and weaknesses. Comments from his peers are welcomed, and while criticism and suggestions are a part of the Pow-Wow session, they too are done in a helpful, positive manner.

Often it is not the other students or the teacher who is critical of a student, but the child who is too critical of himself. Treat teachers use the Pow-Wow session as an opportunity to teach the child with a poor self concept to discover that he had done certain things well that day, even if the day hasn't been all he hoped for.

The Pow-Wow session is also a time for a child to learn to acknowledge his mistakes, errors in judgment, or lack of self control. This is a difficult lesson for many, but once a problem is acknowledged, methods for avoiding such problems in the future are presented.

At the end of each week, an evaluation is sent home detailing the student's areas of accomplishments as well as areas that need improvement. If the child has achieved a pre-determined number of points (depending on behavior and success in achieving his goal) he may earn Friday's goal trip. This may range from a snack in the classroom to a special art project, or to a visit to various places in the community. If a student does not earn the weekly trip, reasons are discussed and often that child's required number of points will be altered to a more achieveable level for the following week.

Other behavioral techniques employed in the Treat Program are peer support in both academic and social endeavors, individual or small group teaching for the child who benefits most,

group teaching to prepare the child for re-entry to regular class, isolation from group or short "time-out" periods for the child who needs to regain control, acceptance of individual needs and differences, and encouragement of self expression.

The afternoon portion of the Treat student's day begins (after 5 hours in the city school class) with a bus ride to Sequoyah Center. The 3 classes are divided into two groups with the emphasis here on group interaction, arts, P.E. (including weekly swimming), and knowledge of the community. The city teachers provide support for the afternoon program, just as the Sequoyah teachers often assist in the morning.

Our goal for every child is return to a less restrictive classroom setting. When a child has seen continued success in Treat, teachers begin to prepare him for a gradual shift to a more appropriate program. After phasing him cautiously out of Treat, we know we've attained our goal when the student begins to refer to someone else as "my teacher" and another as "my class." Many return full-time to regular class with continued success.

Raineswood Residential Center
Division of Special Education
Memphis City Schools

How We Do It

Carol McKinney

"Ninety-five percent of all autistic adults end up living in institutions and often in the back wards"--but this does not have to happen. The facet of our program that makes it unique is that we use behavior modification extensively and successfully throughout our program to eliminate the bizarre, aggressive and other anti-social behaviors which are associated with autism.

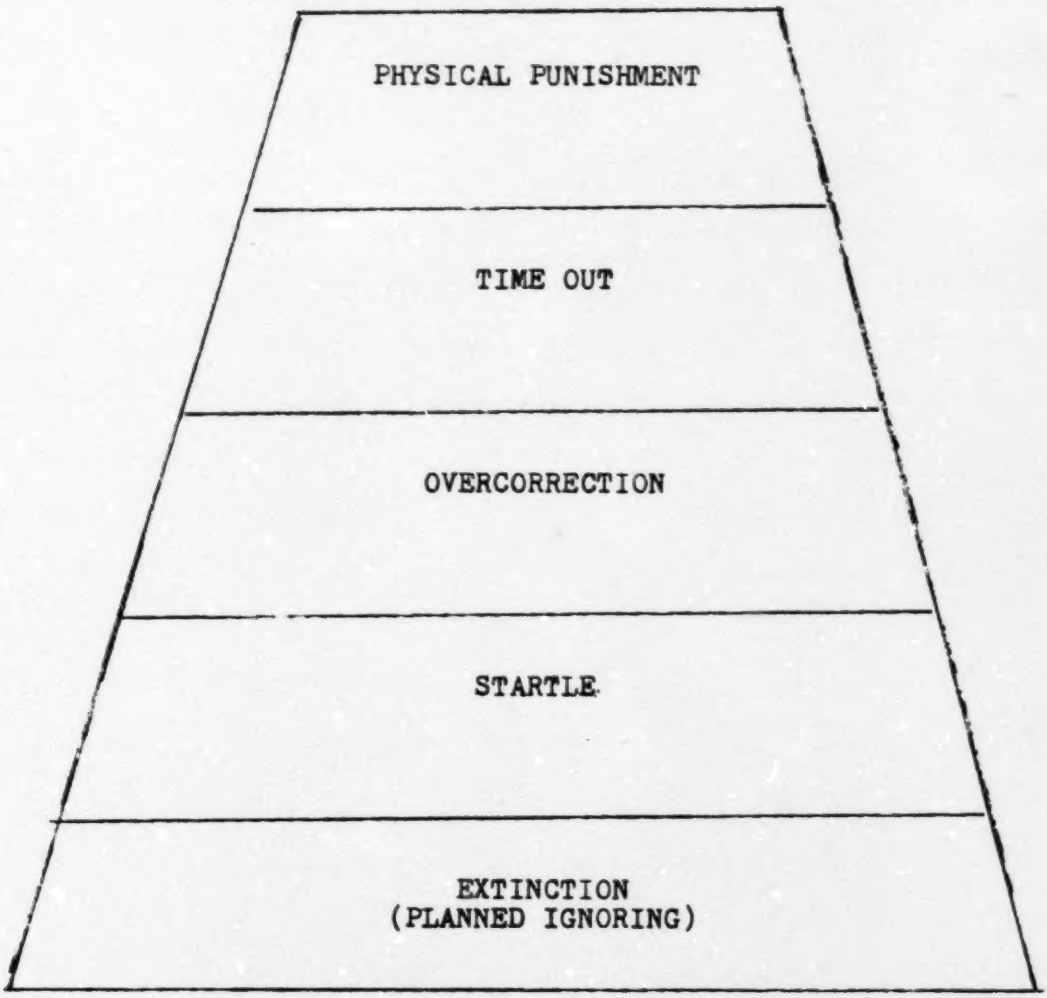
When a student first comes into our program, the most anti-social behaviors are pin-pointed and these behaviors are base-lined for one week. Also, an informal observation notebook

follows the student from program to program to give all persons involved with the student an overall picture of his behavior throughout the day. By doing this we gain much helpful information such as his likes and dislikes, strengths and weaknesses, and reactions to various situations.

Next we meet to "staff" the child and write--and often rewrite--behavior programs on the target behaviors. We try to keep the number of behavior programs on any one student to three or four of the most disruptive and anti-social behaviors present at the time. Data is kept on each target behavior. This helps us to monitor the child's behavior and indicates whether our behavior programs are being effective.

For each negative behavior to be decreased, in addition to the aversive consequence for the occurrence of this behavior, we include a positive component. We state the behavior that we want to increase and the manner in which the student is to be rewarded. We strive to insure that positive reinforcement of appropriate and desired behaviors is the focal point of our behavior management program.

The "Punishment Ladder" (see following page) illustrates the aversives that we use. We always start with the least aversive technique and move up the ladder in trying to eliminate an inappropriate behavior. Most of the following descriptions of the steps on the ladder have been taken from the Raineswood Center's Training Manual for Para-Professionals (Memphis City Schools, 1981).



THE PUNISHMENT LADDER

(With permission of the Utah Program for Autistic Children. Parent Involvement Program: Parent Manual. U.S. Dept. of Education/Office of Special Education)

I. POSITIVE REINFORCEMENT

Positive reinforcement of appropriate and desired behaviors is a focal point of our behavior management program. The Law of Reinforcement states that any behavior that is followed by a reward will increase in frequency, and those behaviors not rewarded tend to decrease. Rewards may be tangible or "primary" (food) or social (praise, hugs, etc.). They are initially given with each occurrence of the desired behavior and later given intermittently. Intermittent reinforcement of an established desired behavior is the most powerful way of maintaining that behavior.

Behavior shaping is approached in a systematic, common sense way. After deciding which behaviors are desired to be increased or decreased, a step by step sequence is planned assuring success and achievement for the child. The first step in such a sequence is planned so that the child will experience success very quickly. In this way, it is insured that the programs are inadvertently positive. Each successfully completed step in the sequence is rewarded and the child's inappropriate behavior is slowly reshaped into desirable behavior.

As the child becomes more competent in performing the targeted behavior, the use of primary (edible) reinforcers is decreased and social reinforcers (praise) become the principal method of rewarding the child. In this way, the child is acclimated to the types of rewards more commonly used in the school and community.

Some Types of Positive Reinforcement

A. Positive Practice

Anytime punishment is used to decrease a defined problem behavior, reinforcement of an incompatible, more appropriate behavior is also

part of the treatment. If we do not provide the child with an appropriate substitute, we see what may be called "symptom substitution", whereby the targeted behavior disappears but is replaced by another inappropriate behavior. Positive practice is a way of teaching a child what to do, rather than what not to do. For example, for a child with toileting problems, anytime an accident occurs, the child is not simply over-corrected but taken through the appropriate, desired toileting procedure several times ("positive practice"). This technique is readily applied to many undesirable behaviors a child may exhibit.

B. Peer Modeling

As a child becomes more aware of his environment and those around him, he begins to notice what behaviors in other students are rewarded and punished. In other words, a child's peers are also an excellent vehicle for teaching appropriate behavior. If a given child is exhibiting an inappropriate behavior, all others in his presence may be rewarded for appropriate behavior we want the child to learn. If, for example, one student is screaming or making undesirable noises in an effort to gain our attention, one would reward all the other children present for being quiet. A treat may be given to each child who is behaving appropriately while praising the children for quiet behavior depending on the level of the child in question. Note: Verbal and social praise are always paired with primary reinforcements so that as edibles are removed, the association with social rewards is already built in.

C. Token Economy

As students learn to delay gratification for good behavior for longer

periods of time, more sophisticated methods of behavior management are begun. One such method is the Merit-Demerit Program. In this program an index card is given to the child each morning, one half of which is designated for "merits", the other half of which is for "demerits". Positive behaviors to be increased are rewarded by (+), while inappropriate behaviors to be decreased are punished by a demerit (x). At the end of the day (after showers), or at the spontaneous request of the student, merits may be traded in for money (2 merits = 1¢), favored activities or edibles. Each child's merit program reward system is tailored to his or her individual needs and preferences. The number of merits earned is determined by subtracting the demerits from the merits. If the child has more demerits at the end of the day, an appropriate, individualized punishment is carried out. One great advantage of this program is the flexibility it provides in dealing with a wide range of subtle desirable and undesirable behaviors. Children learn the responsibility of keeping up with something of value to them, and the use of the card easily transfers to learning money concepts. As students are phased out of the residential setting and into other classrooms or workshops, the merit program also provides a bridge for behavior control to other professionals.

II. PLANNED IGNORING

Often times a student has learned a minor inappropriate behavior that he/she knows will get the attention and a response from the teacher/trainer. These minor inappropriate behaviors are called attention seeking behaviors and include whimpering, animal-like noises, hand posturing, giggling, etc. They are minor mis-behaviors and are usually used by the student to get attention either in a positive or negative way.

The first step used in an attempt to eliminate the undesired behavior is to praise the child each time he/she displays an appropriate behavior. It is hoped that by gaining attention for good behavior the student will be motivated to be "good" the majority of the time. Thus, it is important to praise the correct behavior to reinforce that behavior so the student wants to behave correctly.

For each time the student does attempt to seek attention by using one of the attention getting devices, the planned ignoring program should be implemented. Planned ignoring calls for a completed withdrawal of all attention from the student. This should be accomplished in a rather matter-of fact manner with no visual or auditory cues that you as the teacher/trainer are upset or affected by the behavior. You should try not to show emotion. Withdraw eye contact by turning your head in the opposite direction of the student.

Once the student regains his/her composure and starts demonstrating correct responses, re-establish your contact with the student and remember to praise the student for responding and behaving appropriately.

Remember to "keep cool" and not to display any form of reaction to the behavior, simply withdraw your attention from the child.

On the second rung of the punishment ladder is a technique called "startle." To startle a student use a sudden loud noise or flash of light. A startle is not intended to harm a child nor to cause discomfort but is intended to surprise the child so that the inappropriate behavior ceases immediately.

The next technique is over-correction, which involves more than just putting the environment back the way it was before it was disrupted. As in planned ignoring, avoid anything which may result in the over-correction situation being rewarding to the child.

III. OVERCORRECTION/RESTITUTION

Rationale for use: To give the child responsibility for his disruptive or aggressive behavior by having him correct and over correct his disruption. It not only teaches the child what he did wrong, but also, a correct behavior.

Procedure for disruptions (marking on walls or furniture, spilling food, toilet accidents, tearing up paper, throwing toys, spitting, etc.).

1. After a disruptive behavior occurs, implement any time out procedure that is appropriate first. After the time out, begin the overcorrection.

2. Show the child what he had done and tell him he must clean it up.

3. Help him get necessary cleaning supplies together, such as a wet cloth, etc. Tell him to begin. Allow the child time to begin the clean up by himself. Do not talk to or coax the child. If he does not begin by himself, manually guide him with as little assistance on your part as possible.

4. He should not only correct his error, but overcorrect it. For instance, if he marked on a table, he should clean up the marks first, then clean the entire table. Over correction should last for 45 minutes, or until the student reaches a point of frustration.

5. If the child is resistive, wait until he is calm, then begin again. If the child exhibits any aggressive behaviors for which you have a program such as time out, implement that program and then return to the overcorrection.

6. Important: Remember that this is a nonreinforcing situation, so do not talk with the child or make eye contact. He probably will test limits by laughing, resisting or other means. All of these behaviors should be ignored. Do not reinforce the child for doing a good job of cleaning. This is a corrective procedure. Reinforce the child at other times when he is not being disruptive.

7. All toilet accidents should be thoroughly cleaned up, then clothing and/or bed clothing is placed in a plastic bag, and taken to laundry room by the child.

8. When the overcorrection procedure has been completed, have the child return to his regular activities.

9. Record the number of overcorrections on charts or in aide's or teacher's log.

IV. TIME OUT

Rationale for use: To remove the child from all reinforcement after the occurrence of a predetermined inappropriate behavior. To decrease or eliminate that behavior.

Procedure:

1. Begin the time out as soon as the behavior occurs or when the child is in the act of exhibiting the inappropriate behavior.
2. Stop the behavior by telling the child "No" or indicate what the child is doing, such as "No, you do not _____."
3. Do not scold or fight with the child. Take him by the arm and lead him to the place he is to time out.
4. If he resists, ask for help. Do not coax or talk to the child in any way. Also, do not make eye contact. Remain as neutral as possible.
5. If the child lies down on the floor, have someone assist you in pulling him up and taking him to the place where he is to time out.
6. There are three kinds of time out.
   A. Chair time out-
      1. Sit the child in the chair and turn the chair so that it is facing the wall or preferably in the corner. This way the child will not be able to make eye contact or talk with anyone.
      2. Sit the child down and tell him "You must sit quietly, and look at the wall."
      3. If the child refuses to sit, cross his arms across his chest and hold from behind until he is sitting quietly.
   B. Head down time out-
      1. In a head down time out, the child must put his head down between his legs and arms behind back. Sometimes an individual program may indicate a head down time out on floor with child sitting "Indian style".
      2. When this technique is first used on a child, it may be necessary to physically manipulate child into this position. If this is necessary, the child should hold position alone as soon as possible.
      3. Keep in mind that one of the goals of this procedure is to have the child go into this position on verbal command and regain control. ie. "You do not _____." "You need to time out."

7. Individual programs will distinguish the amount of time the child must remain in head down time out position. If you have held the child, he beginsto sit quietly and you release the child to start the timer and the child attempts to get up again, stop the timer and put the child back in the time out position and hold until he is sitting quietly again.

8. Do Not start the time until the child is sitting quietly. Then say "You are sitting quietly so I will start the timer."

9. On first occurrence of any disruptive behavior (head turning, noises, hand/feet movement, rocking, slumping) after timer has started, stop the timer and say the most appropriate statement. ie.
   "I have to start the timer over."
   "You must be quiet"
   "You must keep your head down"
   "You must look at the wall" etc.

10. Wait until the child is sitting correctly before starting the timer again. Repeat steps until the child sits for number of minutes designated on individual programs.

11. When the time out is over, simply tell the child he must get up. Then return him to his previous activities or implement any appropriate restitution. If the child will not get up, walk away and leave him until he decides to get up. Never try to coax or pull the child out of the chair.

12. After time out, child should say or sign "I am sorry, I will be good."

13. Time out should be repeated for every occurrence of the inappropriate behavior.

14. A positive reinforcement program for appropriate behaviors should always be used in conjunction with the time out program.

C. Room Time Out-

When a student displays inappropriate night-time, bed-time behavior, a room time out program may be implemented. The program should be used in its progressive sequence to help the student know just what you expect of him/her.

First, let's remember to make preparation for bed and bed-time as pleasant as possible. This can be achieved by taking those extra minutes to tuck the student in bed, listen to their prayers, review the good things the student has accom-

plished that day, telling him/her a bed time story, or just sitting on the bed holding his/her hand and telling them it is time to sleep. If the child has brought a favorite toy or stuffed animal, etc. tuck it in bed with them to give them a feeling of security. After all, haven't we all experienced some difficulty sleeping in a strange environment? For students, residential placement is a major transition and should be approached with tender loving care.

If the child has gotten up out of bed after the lights have been turned off, immediately take the student by the hand back to the bedroom. Try to find out what the student may be trying to communicate by asking if he/she needs to use the restroom, wants water, etc. After checking all these items, tuck the student back in bed and tell them that "it is time to go to sleep."

If the student should wander out of the bedroom again, it is time for stronger course of intervention. This time, take the student by the hand and very firmly tell him/her that you do not want him/her to leave the room again. Place the student back in bed and tell him/her to stay there.

If the child continues to get out of the bed, this calls for the room time out program. You lead the child back to the room and tell him/her that since he/she did not stay in bed as instructed you will have to shut the door. You may have to secure the bathroom door of the adjoining bedroom to prevent the student from leaving the room through the bathroom. After you have placed the student back in bed, shut the door to the

room. Do not lock the door since that would violate safety regulations.

Once you have shut the door, you need to position yourself in the hallway so you can listen for any behaviors that may be dangerous to the student, like tapping on the glass, opening the window, or throwing things around the room, etc. If these behaviors occur, you need to use discretion and deal with the behavior in the appropriate manner. Always discuss such events with the staff so, if needed, we can write a specific individualized intervention program.

Also, remember when a child is in a room time out situation stay in the hallway until the student is asleep. If it is going to be a long wait, share the responsibility of sitting in the hallway with the other staff on duty.

IV. QUIET TRAINING

Quiet training is a behavior management technique that requires a student to lie prone, face down, place his/her hands behind his/her back and be physically restrained by the teacher/trainer, limiting any dangerous movements the students may demonstrate (i.e. headbanging, biting, kicking, or scratching) until the student has regained his/her composure. This method is thought to be the most involved and most intense strategy employed by our staff.

Currently, quiet training as a behavior management technique is employed to control behavior on two occasions. One occasion when quiet training is employed is as a final resort to suppresss escalating disruptive behavior. The other occasion that it is used is to defend one's self or the other students from a physical confrontation of a student.

During the first occasion, quiet training is used only after a prescribed intervetion method has been implemented with no success, and the student is building up frustration and opposition. The student should then be quiet trained to regain his/her composure. Since quiet training requires a great amount of physical restraint and contact, it should be used after, and only after, the prescribed intervention techniques have been attempted.

Please keep in mind that the end result of quiet training is for the student to regain his/her composure by remaining calm and quiet on the floor without the use of restraint for a short period of time and until the student is responding appropriately to verbal commands. This period of a calm state may take several attempts of fading restraints then reapplying restraints because the student is not composed enough to lie on the floor quietly and calmly. Once you have determined that the student is in control of him/herself, return to task. He/she should be allowed to carry on with the normal routine of the day.

Remember that it will be more difficult to restrain the student a second time if he/she is not in control when allowed to return to task the first time. Common sense, good judgment and experience are key factors in the effectiveness of quiet training.

In the second occasion, a student has lost his/her temper and tries to physically hurt other staff or students. In this case, the student is immediately quiet trained until he/she responds appropriately to verbal prompts and commands. Remember to keep the student from hurting himself/herself during this tantrum.

In both cases, the student should be required to say, "I'm sorry", in whatever avenue of communication he/she utilized to all parties involved and make restitution for any breakages or messes he/she makes during tantrum. Once the quiet training session is over, the student is allowed to carry on with the regular routine of his/her day. 21

V. PHYSICAL PUNISHMENT (SPANKING)

The most aversive and least often used technique is physical punishment. Spanking is not outlawed in behavior modification, but it is one of the last punishments used, when everything else has failed. The child should be verbally reprimanded ("No, you do not _____".) and be given a quick spank or "swat" with the hand. In some cases a quick spank with a ruler on the palm of the hand is used. Individual programs will distinguish the type of spanking to be used. The "spank" should be severe enough that he reacts to the punishment, but not so severe as to hurt him physically, such as bruising. Spanking is only done by teachers, not aides. In some cases it is extremely effective, working when everything else has failed.

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It might be fitting to end with one of the Center's success stories. Michael is 22 years old. He came to the program about three years ago. His parents and teachers had "had it" and were considering placing him in an institution. He was aggressive, would eat only Spaghetti-O's, made paper ball, wouldn't get his hair wet in the shower without a tantrum--and still won't tie his shoes, but he now wears loafers.

He now has excellent self-help skills, including washing his hair. Over-correction eliminated the paper ball habit. He has excellent leisure skills and will eat almost any food. He loves to go into the community. He hasn't had a tantrum or been aggressive in over a year, and is definitely a candidate for a group home when he graduates from the special education program this spring. Michael is what our program is all about.